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ABSTRACT

This brochure highlights the proceedings of a meeting that took place on November 14, 1996 in Minneapolis (Minnesota). The purpose of the meeting was to share the latest information, research, and materials on academic and skill standards and school-to-work initiatives. As part of the "Successful Strategies" series, this brochure provides business leaders and coalitions with information and resources they can use to support achievement in their own communities. Employers and businesses have a responsibility to play an active role in providing educators, parents, and students with accurate and up-to-date information about what the changing workplace requires for success. The three elements they must promote, described in some detail, are: (1) academic standards; (2) skill standards; and (3) school-to-work initiatives. Various examples are given in action profiles of programs that promote achievement in these areas. A list of resources gives contact information for help in each of these areas. Excerpts are given from conference speeches by Lawrence Perlman and Arne Carlson, Governor of Minnesota, both on school-to-work partnerships. (SLD)

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ED 415 297

Partnerships FOR

Putting

Knowledge

to Work

HIGH

Standards

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BCER
Business Coalition for EducationReform

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This brochure highlights the proceedings of a meeting which took place on November 14, 1996 in Minneapolis, Minnesota. *Partnerships for High Standards: Putting Knowledge to Work* was co-sponsored by the National Alliance of Business, the Business Coalition for Education Reform, The Minnesota Business Partnership, The Minnesota Department of Children, Families & Learning, Youth Trust, and Northern States Power Company. The purpose of the meeting was to share the latest information, research, and materials on academic and skill standards and school-to-work initiatives through presentations and facilitated interaction among participants.

As part of the "Successful Strategies" series, this BCER brochure provides business leaders and coalitions with information and resources they can use to support academic achievement in their own communities. For more information about the "Successful Strategies" series or to inquire about additional BCER resources, please contact Aimee R. Guidera (202/289-2901) or Karen Larson (202/289-2903) at the National Alliance of Business.

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Partnerships for High Standards:

Putting Knowledge to Work

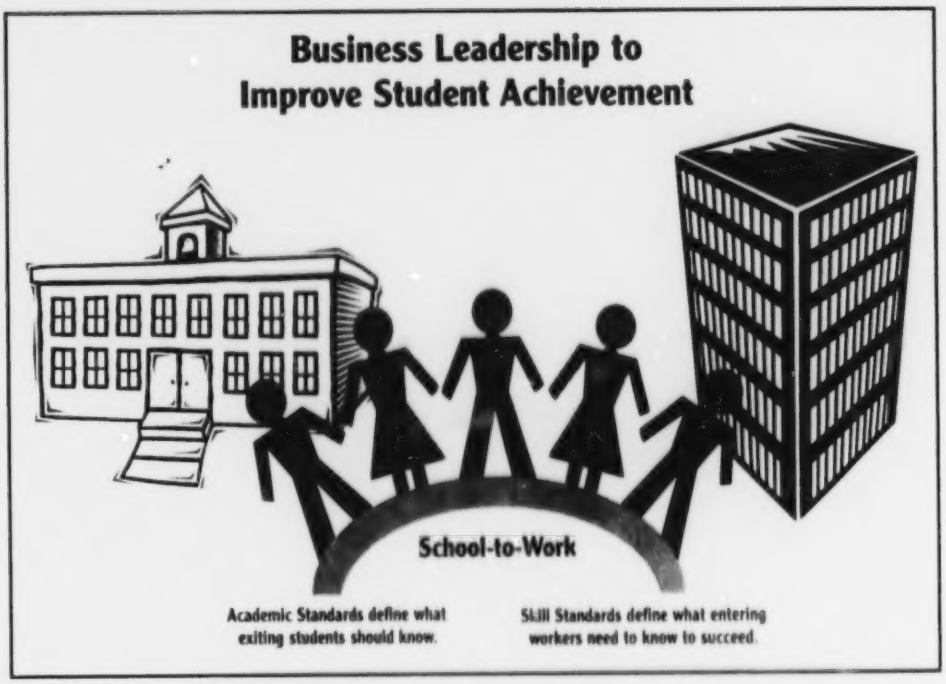
Academic Standards....Skill Standards...School-to-Work. These buzzwords are heard frequently in education reform circles, but what do they really mean, how do they fit together, and why should business pay attention? This booklet addresses these important questions, which hold the key to higher student achievement and a more qualified workforce.

In today's fast-paced economic environment, employees that possess strong academic skills that can be applied in the workplace are a company's most valuable asset. Integral to creating a competitive workforce is ensuring that all students are able to connect the skills they learn in school with the skills they will need on the job. **All** students must now meet the same high academic standards society has always expected of college-bound students.

Sadly, too many students are not mastering the skills and knowledge they will need to be successful in the world beyond the classroom. Students frequently fail to understand how academic learning is applied or rewarded in the real world. Too often, there is no clear answer to the inevitable question, "Why do I need to learn this?" Lacking tangible applications that make learning come alive and the incentives that reward academic achievement, many students are simply doing the minimum required to get by.

To equip students with a mastery of essential skills and a curiosity for learning that will exist through a lifetime, the worlds of school and work must be reinforced to create a seamless web of learning. This system will depend on the following key components:

- **Academic Standards** - Set to world-class levels, these standards define what graduating students should know and be able to do to be successful.
- **Skill Standards** - Established by industries, these standards define what workers need to know and be able to do to succeed on the job.
- **School-to-Work** - The bridge between academic achievement and workplace readiness, school-to-work involves businesses and educators working together to expose young people to an education rich in both rigorous academics and practical work-related experience in which academic skills are applied to "real-life" challenges. School-to-work programs provide a vehicle for students to meet challenging academic and industry skill standards.


Business Leadership to
Improve Student Achievement
School-to-Work
Academic Standards define what exiting students should know.
Skill Standards define what entering workers need to know to succeed.

The Business Role

Employers have a responsibility to play an active role in providing educators, parents, and especially students with accurate, up-to-date information about what the changing workplace requires for success. Business leaders and coalitions are playing an integral role in defining the skills and knowledge required through the following actions:

- Articulate the knowledge and skills necessary to succeed in the workplace of today and tomorrow **(Skill Standards)**;
- Work with educators and policy makers to ensure academic standards incorporate workplace skill requirements **(Academic Standards)**; and
- Create opportunities for students and educators to experience the workplace and make academic learning relevant to workplace success **(School-to-Work)**.

The remainder of this booklet describes these three elements in further detail, including "status updates" on each movement and expansion of the business leadership role in promoting each of these critical pieces.

Academic Standards

Academic standards are explicit statements that describe the skills and knowledge that all students must achieve and the level at which they must achieve them. Standards allow students to be recognized for achievement, rather than simply the amount of time spent in school.

Examples:

The following excerpts demonstrate the variety of approaches and forms that standards may take:

Colorado's Geography Standard

> Standard 3.1 Students know the physical processes that shape Earth's surface patterns.
>
> **Grades 9-12** — As students in grades 9-12 extend their knowledge, what they know and are able to do includes
>
> - Identifying the dynamics of the four basic components of Earth's physical systems: the atmosphere, biosphere, lithosphere, and hydrosphere;
> - Explaining the interaction of Earth's physical systems (for example, the interaction of climate and ocean water as exemplified by El Niño)...

Virginia Standard, Writing/English

> **Fifth Grade** — 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.
>
> - Choose planning strategies for various writing purposes.
> - Organize information.
> - Use vocabulary effectively.
> - Vary sentence structure.
> - Revise writing for clarity.
> - Edit final copies for grammar, capitalization, spelling, and punctuation, especially the use of possessives and quotation marks.

Implications for Students and Employers

High academic standards ensure that all students strive to meet the same challenging goals, though methods of learning may differ. Clearly defined standards of achievement not only provide students with information about what is required to be successful in a changing world, they also enable employers to use student achievement as a reliable measure of skill. As a result, the hiring process becomes easier and more reliable, students

are motivated to achieve at higher skill levels as employers are able to reward high-skilled workers with better wages, and the skill level of the workforce will increase. Companies are able to shift training away from remedial skills to industry-specific training, a key to increased productivity.

Status Update

The call for academic standards gained strength in the 1980's when President Bush and the nation's governors created the six National Education Goals, which called for students to master core academic subjects. By the late 1980's, leading scholarly and professional organizations had begun to develop national voluntary standards for their subject areas. Currently, 12 national voluntary standards projects are under way, including arts, civics, economics, English, foreign languages, geography, health, history, mathematics, physical education, science, and social studies, and forty-nine states have in place or are developing standards. At the local level, many individual school districts are developing their own standards.

The Business Role

The business community has been unwavering in its support for high standards for all students, exemplified most recently at the 1996 National Education Summit. At the Summit, business leaders committed themselves to providing the necessary leadership to support the development and implementation of academic standards.

Employers representing companies can support academic standards through the following important activities:

- Outline the academic skills and knowledge that students will need to thrive in today's and tomorrow's economy;
- Insist that standards be tied to an effective assessment system;
- Help write academic standards in collaboration with educators;
- Use relevant information on student achievement in hiring decisions;
- Take a state or community's commitment to achieving high academic standards into consideration in business location decisions; and
- Direct education-related philanthropy toward initiatives that will make a lasting difference in student performance.

ACTION PROFILE:

Setting State Academic Standards: The Business Role

Business leadership has been instrumental in the development and implementation of academic standards in many states. The following examples demonstrate the unique expertise and commitment that business has brought to the table.

Texas Business Education Coalition (TBEC) TBEC, formed in 1989, has helped establish and implement in Texas one of the nation's strongest student assessment and school accountability systems. For the past three years, TBEC representatives have been directly involved in the Texas Essential Knowledge and Skills (TEKS) project that is defining what students should know and be able to do at each grade level and upon graduation from high school. After the TEKS learning standards are adopted by the State Board of Education in July 1997, TBEC will shift its attention to implementation activities: textbook adoption, curriculum development, teacher training, and assessment alignment. The centerpiece of TBEC's local coalition-building activity is the Texas Scholars Program that motivates students to complete a full academic course of study in high school. By raising student and parent academic aspirations, Texas Scholars creates demand-driven reform that causes curriculum, schedule, and staff changes in middle and high schools. *For more information, contact John Stevens, Executive Director, at 512/480-8232.*

Washington Roundtable The Washington Roundtable has played a lead role in raising academic standards, developing better methods for measuring student performance, and increasing accountability for results. Over the past year, the Roundtable played a number of roles in the implementation process. It worked with legislators to assure their continued commitment to the school improvement process. The Roundtable also worked closely with the Commission on Student Learning to make sure that the academic standards for Washington students are clear, rigorous, and focused on the academic skills and knowledge that young people will need to succeed in the 21st century. Finally, the Roundtable and its companies created the Partnership for Learning. Under the leadership of its chairman, Boeing chairman Frank Shrontz, the Partnership has built public awareness and understanding about the process to raise academic standards in Washington state. It has held informational meetings with legislators and community leaders across the state, developed and distributed a video and a variety of print materials, and conducted other communications activities. *For more information, contact Phil Bussey, President, at 206/623-0180*

Skill Standards

Industry Skill Standards are benchmarked performance specifications that identify the knowledge, skills, and abilities an individual needs to succeed in the workplace of a given industry. Nationally validated by workers and their employers, industry skill standards provide a common vocabulary to enhance communication between employers, job seekers, and schools.

Examples:

The following paraphrased samples of industry skill standards typify the advanced academic skills which employers increasingly demand:

Automobile Technician

- Use formulas such as Ohm's Law to solve circuit parameter calculations.
- Communicate effectively with customers to determine causes of problems and possible solutions.

Hazardous Materials Management Technician

- Understand differences between organic and inorganic chemicals in density and flammability.
- Use computer spreadsheet programs to graph and analyze data.

Implications for Students and Employers

Industry skill standards represent a powerful tool to relate industry skill requirements to academic curriculum by identifying how specific academic skills relate to successful workplace performance.

Status Update

In response to business leaders' requests, the U.S. Departments of Labor and Education funded twenty-two pilot projects to encourage the development of industry-wide skill standards in 1993. The Departments designed the projects to develop voluntary partnerships of key stakeholders in order to investigate standards development, assessment, and implementation within specific industries. Some industry skill standards already serve as criteria to certify workers in occupational areas, creating portable credentials that are meaningful to employers. Most projects have completed the initial stage of identifying skills and performance indicators. Next steps will include the development of assessment measures, publicizing the standards, assisting in translation of the standards into curriculum, and continual updating of the standards.

The National Skill Standards Board (NSSB), established under the Goals 2000: Educate America Act of 1994, is charged with identifying the framework of a voluntary skill standards system. Its mission is to develop a national system of voluntary skill standards that will effect all institutions concerned with work skills. Twenty-eight representatives from business, labor, human resources, education, community-based and civil rights organizations, and federal, state, and local government compose the National Skill Standards Board. The NSSB is currently identifying voluntary partnerships in manufacturing, retail/wholesale, and business/administrative sectors of the economy to develop skill standards. It will also identify criteria for quality standards and endorse appropriate skill standards for widespread use.

The Business Role

Employers representing companies of all sizes can and should engage in the following important activities:

- Recognize and articulate skill gaps in the workplace to their local education partners and industry associations;
- Build linkages with schools and business-education partnerships to find a common language to articulate needs;
- Work with industry associations and state projects to develop skill standards and certification methods and link them to existing academic standards and school-to-work initiatives; and
- Represent the business perspective to the National Skills Standards Board and provide inputs to the NSSB as they consider policy alternatives.

ACTION PROFILE:

Linking School and Work: Tools for Action

The following synopses describe emerging tools that facilitate communication between the worlds of education and the workplace.

V TECS - The Vocational-Technical Education Consortium of States (V-TECS) promotes the systematic development and implementation of competency-based vocational technical education. Products and services include occupational analysis data and skill standards, criterion-referenced test item banks to assess student mastery of specific competencies, and instructional elements including customized software to use this type of information to enrich learning. *For additional information, contact Ron McCage, Executive Director, V-TECS at 800/248-7701 ext.543.*

Work Keys - The Work Keys system, developed by ACT is built around a metric that measures individuals' workplace skills against the requirements of specific jobs and/or occupations. Work Keys is made up of four integrated components: performance based assessments, job profiling, instructional support, and reporting. Each examinee receives a report indicating the skill level he or she has demonstrated on each assessment, a mapping of his or her abilities against various job requirements, and strategies for improving his or her skills. Clients receive reports on individual examinees, including examinee interest and experience in particular jobs. *For additional information, contact Tracy Panase, Work Keys Specialist, ACT, at 877/634-2560.*

Advance - The Advance Job Analysis System profiles individual jobs and connects the technical tasks of the job with the SCANS* skills critical to success in the position. Packages are available for a variety of industries including retail sales, grocery, banking, and food services. Advance seminars provide training on performance assessment, integrating SCANS into Curriculum, and job profiling. Advance has developed innovative software that links the Minnesota graduation rule to school-to-work and employer-defined needs and expectations. *For more information, contact Bev Arnston, Director of Education Programs, at 800/283-6611.*

Achievement Tec- Achievement Tec helps individuals focus on personality traits and mental aptitudes in addition to skills and competencies in making career choices. A series of computer-based multiple-choice questions measure mental aptitudes—such as memory and perception—as well as personality dimensions - such as sociability and work habits. The software then matches those qualities with specific career options and produces a career directions report. *For more information about Achievement Tec, contact Milt Cotter, president, at 972/641-5494.*

School-to-Work Initiatives

School-to-work involves businesses and educators working together to expose young people to an education rich in both rigorous academics and practical work-related experience in which academic skills are applied to "real-life" challenges.

Implications for Students and Employers

By blending school and worksite experiences, School-to-Work initiatives motivate youth to acquire high-level academic and in-demand workplace skills that can lead to rewarding futures. Employers gain by having access to a group of reliable and well-prepared workers. Students participating in existing School-to-Work programs are meeting and exceeding the expectations of program designers. Not only do they take more courses in advanced math and science than do many students taking traditional college preparatory courses, they also gain a better understanding of the concepts because they learned them in an applied context. School-to-Work programs also transform how businesses recruit employees, train entry-level workers, profit from hiring decisions, and compete in a global economy.

Status Update

2,000 schools, 500,000 students, and 135,000 employers are participating in school-to-work programs nationwide. *The 1994 School-to-Work Opportunities Act*, jointly administered by the U.S. Departments of Education and Labor, provides grants to states for developing and implementing school-to-work systems. To date, thirty-seven states have received school-to-work implementation grants.

The Business Role

Businesses are participating in school-to-work initiatives through varying levels of participation, described as follows in order of increasing commitment and impact:

- Career awareness;
- Short-term job shadowing;
- Field trips, experiences for students and teachers;
- Representation on local partnership boards;
- Assistance to help educators develop academic curriculum that integrates school- and work-based learning;
- Curriculum development for work-based learning experiences; and
- Structured work-based experiences for students.

ACTION PROFILE:

Bridging the Gap: Many Approaches

The following examples demonstrate just a few of the ways in which employers and educators are taking action to bridge the gap between the worlds of school and work.

The National Employer Leadership Council (NELC) is a non-partisan coalition of Chief Executive Officers from small, large, and mid-sized companies. Serving as a collective voice for business in the ongoing national dialogue around school-to-work issues, the NELC has created the Employer Participation Model to help employers of all sizes customize their participation in School-to-Work activities. Using the model as a foundation, companies can evaluate resources and target them to areas of opportunity. *For more information about the Employer Participation Model, contact the NELC at 800/360-NELC.*

Mt. Hood Community College's Blueprint for Success program, a national demonstration project funded by the U.S. Department of Education, provides a dynamic model of integrating national workplace standards and high academic standards into classroom instruction. Local businesses working with educators will design, implement, and evaluate an educational process for local use and national replication. *For more information, contact Jim Schoelkopf, Mt. Hood Community College at 503/667- 7602.*

Students at **Blaine High School** in Blaine, Minnesota are combining valuable work-related skills with rigorous academic coursework through the school's three academy programs in engineering and precision; health; and travel, tourism, and hospitality. These three-year academies are guided by a joint educator-employer Steering Committee and a team of cross disciplinary teachers that coordinates curriculum and links to post-secondary training and employment. Data collected shows that Academy students have a substantially lower drop-out rate then the state average, significantly improve their grades and attendance in the first year of the program and continue on an upward path through graduation, and almost universally attend post-graduate training programs or go to work upon graduation, or in many cases, do both. *For more information, contact Gary Magill, Dean of Students, 612/422-5850.*

Resources

Contact information

Academic Standards

The Business Coalition for Education Reform (BCER)
Aimee Rogstad Guidera
c/o National Alliance of Business
1201 New York Avenue, NW
Suite 700
Washington, DC 20005
800/787-2848

The National Alliance of Business
Aimee Rogstad Guidera
1201 New York Avenue, NW
Suite 700
Washington, DC 20005
800/787-2848

American Federation of Teachers
Matt Gandal
555 New Jersey Avenue, NW
Washington, DC 20001-2079
202/879-4400

The Business Roundtable
Susan Traiman
1615 L Street, NW
Suite 1100
Washington, DC 20036
202/872-1260

Council for Basic Education
Chris Cross
1319 F Street, NW
Suite 900
Washington, DC 20004
202/347-4171

Council of Chief State School Officers
Jack MacDonald
One Massachusetts Avenue, NW
Suite 700
Washington, DC 20002
202/336-7008

National Governors' Association
John Barth
444 N. Capitol Street
Suite 267
Washington, DC 20001
202/624-5300

U.S. Chamber of Commerce
Center for Workforce Preparation
Michelle Griffin
1615 H Street, NW
Washington, DC 20062
202/463-5525

U.S. Department of Education
Maggie McNeely
555 New Jersey Avenue, NW
Washington, DC 20208
202/219-1568

Resources

Contact information

Skill Standards

National Alliance of Business
Michelle Morrison
1201 New York Avenue, NW
Suite 700
Washington, DC 20001
202/289-2833

National Skills Standards Board
Tracy Bradshaw
1441 L Street, NW
Suite 9000
Washington, DC 20005
202/254-8628

U.S. Department of Education
Carolyn Lee
330 C Street, SW
Room 4518, Switzer Building
Washington, DC 20202
202/260-9576

U.S. Department of Labor
Robert Litman
200 Constitution Avenue, NW
Room N5637
Washington, DC 20210
202/219-8660

School-to-Work

National Alliance of Business
Peter Joyce
1201 New York Avenue, NW
Suite 700
Washington, DC 20005
800/787-2848

National Association of Private Industry Councils
1201 New York Avenue, NW
Suite 350
Washington, DC 20005
202/289-2950

National Employers Leadership Council
1001 Connecticut Avenue, NW
Suite 310
Washington, DC 20036
800/360-NELC

National School-to-Work Opportunities Office
400 Virginia Avenue, SW
Suite 210
Washington, DC 20024
202/401-6222

Jobs for the Future
One Bowdoin Square
Boston, MA 02114
617/742-5995

Center on Education and Work
University of Wisconsin, Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706
608/263-3696

Excerpts from

"School-to-Work Partnerships: Good for Schools, Good for Business"

Partnerships for High Standards: Putting Knowledge to Work Conference

November 14, 1996
Lawrence Perlman
Chairman and CEO - Ceridian Corporation

This is an important conference because it highlights the idea that the interests of business and education are intertwined. Nationally and certainly in Minnesota — we are in the same boat. And if the boat leaks, the risk is beyond just getting wet. We will sink together. Or we will succeed together. This morning, I want to concentrate on how a stronger link between business and education leads to better companies and better schools.

We are fast approaching the point in U.S. history when the knowledge and skills of workers will represent America's main source of sustainable competitive advantage. This is particularly the case in Minnesota. Unless we persuade people that they should live here for the weather, increasingly what workers of Minnesota know will determine whether business grows here.

Knowledge as Competitive Differentiator

The rise of the knowledge worker is an important watershed in economic history. We grew up in a world where competitiveness depended largely on machines and electronics. But today and going forward, competitiveness depends on people — on what they know, on what they can do, on their creativity and commitment. This is changing how companies and schools, and managers and teachers, function in ways we are just beginning to understand.

This new phenomenon makes educational excellence based on high academic standards vital to business success. That is why companies and schools need to learn from each other; and for each to understand better the different worlds of schools and workplace.

I want to underscore one main point today: the important thing is to begin. Success is achieved in small steps. Whether you represent a large or small business, or a large or small school district or community organization, I urge you to reach out and begin the process of building a long-term partnership.

Working with Students and Teachers

Together with principal Mary Mackbee and a team of students, teachers, and parents, we launched the St. Paul Central High School-Ceridian partnership in 1994 with a mission based squarely on the idea of mutual learning: We have worked together on skills and training, job shadowing, internships, scholarships, cultural exchanges and curriculum development. The skills and training effort has served over 800 students, teachers, and parents. While I hope Ceridian has brought something to St. Paul Central, the students and teachers of Central have given hundreds of Ceridian employees a chance to learn about Central students through job shadowing, mentoring, and cultural exchange.

We need to recognize that schools, business, and government share the responsibility for strengthening the education system. Neither business nor post-secondary schools should need to provide remedial training. States need to promote rigorous academic standards for K-12, fund the initiatives to support the standards and encourage innovative approaches to making the standards effective. The need for rigorous statewide academic standards is exactly why Governor Carlson has addressed test scores in Minnesota schools.

Local Partnerships Most Effective

While national initiatives are clearly important and deserve strong support, they are no substitute for local partnerships where companies are directly involved with kids, teachers, principals, and parents — in the school and on the job. Local partnerships help both sides. Companies benefit by having better-qualified recruits. Job seekers benefit by having more marketable skills. Businesses large and small can help educators understand the particular needs of the local job market. The skills needed for Duluth will differ somewhat from Rochester and a lot from Dallas or Los Angeles.

Going to work and being successful on the job is about more than earning a paycheck. It is about working with people you know in a community to accomplish something together. It gives us value and pride. Together, schools and businesses need to ensure that no one is left out and no one is left behind. Companies can have no higher public responsibility than to participate in the creation of a vital, inclusive, skilled workforce. Thank you all for the outstanding work you are doing to make it happen.

Excerpts from

"School-to-Work Partnerships: Good for Schools, Good for Business"

Partnerships for High Standards: Putting Knowledge to Work Conference

November 14, 1996
The Honorable Arne Carlson
Governor, State of Minnesota

Let me, if I may, be rather informal in my comments this morning and pick up on some of the observations that Larry Perlman made. I want to start by talking about Alice in Wonderland, and recall one paragraph that says, "If you don't know where you're going, any road will get you there."

This state has a law that prohibits statewide testing. If there is any way you want to remain in the dark ages, that's the way to do it. Make sure you don't know where you are. Then you never have to be accountable.

We find that half of the kids who come to the Minneapolis or St. Paul school systems don't graduate. Half. Just think. If you're running a factory and you bring 100 pieces of lumber and only 50 come out, wouldn't you be a little curious what happened to the other 50? Would you pat yourself on a back and award yourself the productivity award of the century? No.

Let me bring up sports. Imagine, if we had a system where we didn't have to go on the field and play. We can go to our practices in our uniforms and let everyone say that we're #1. You have got to go on the field and win. Why are we so unwilling to apply the same standards in the field of education? We've got to know how we're doing. Why is it when I say that we have a right to test the same students, the whole establishment stands up and says: "Oh, my God, the whole world will collapse if we do it." I was even told that the parents may get involved and may ask hard questions. Why isn't my school performing? Why isn't my school doing as well as the one down there? That's what competition is all about. Welcome to the world of reality. Of course, parents will ask questions. That's what you want. You want the parental involvement. You want the family involvement. Everybody has a perfect right to know how their school is doing.

The more options we create, the greater our chances for success. It was really interesting when I asked people around the dinner table how they learn. It was a stunning response. Without exception, business leaders acknowledged that they were terrible students. Two of them acknowledged that they were on the bottom of their class. THE bottom, not next to the bottom, but the bottom. And they were asked which of the three methods applied to them in terms of learning: hearing, reading, or doing. The answer was always doing. That should be reflected on the kinds of models that we create for our children.

We as a state should be in the business of measuring outcomes and not caring that much about how you get to those outcomes. If you are a track coach and if you've got a kid that can run the 100 yard dash in 9.8 seconds, why do you care if he does it on all fours or not? The answer is that you don't. But we produce endless manuals of "how to." We are driven by the process. I can't tell you how many times I have sat down with leaders of institutions and ask for bottom line results and I get endless lecture on process.

The honest truth is, if we don't make sure we maximize opportunities for all children, we're not going to win. The price of victory is very, very difficult. I think we owe that, not just to our children, we owe it to Minnesota as a whole. That's our future.

I very much appreciate your work. I appreciate the partnerships you have formed. Our kids need that. Thank you very much.

Partnerships for High Standards: Putting Knowledge to Work

November 14, 1996
Radisson Hotel Metrodome at the University of Minnesota
615 Washington Avenue, SE
Minneapolis, Minnesota
612/379-8888

LEADERSHIP BREAKFAST MEETING

Academic Standards and the Business Community
7:45 a.m. to 9:00 a.m., Hubert Humphrey Room

The Honorable Arne H. Carlson, Governor, State of Minnesota
Lawrence Perlman, Chairman and CEO, Ceridian Corporation
Roberts T. Jones, President, National Alliance of Business

MORNING SESSIONS

Education 101:
Overview of Academic Standards, Skill Standards, and School-to-Work
9:15 a.m. to 10:45 a.m.
Ballroom C/D
Dr. Milton Goldberg
Senior Vice President, Education
National Alliance of Business

Students Speak Out on Linking Academics to the Worlds Beyond School Walls
10:45 a.m. to 12:00 p.m.
Ballroom C/D
Kari Davis, Youth Trust, New Workforce, and Twin Cities One to One

LUNCH

Overview of Minnesota Graduation Standards
12:00 p.m. to 1:30 p.m.
Hubert Humphrey Room
Duane Benson, Minnesota Business Partnership
Beth Aune, Coordinator, Minnesota Department of Children, Families, and Learning

AFTERNOON WORKSHOPS
ROUND I

Participants may choose one of the following

Linking School and Work: Tools for Action — Part I
1:30 p.m. to 2:25 p.m.
Presidents Room
Tracy Panase, ACT's WorkKeys
Milton Cotter, Profile Technologies

Business Role
1:30 p.m. to 2:25 p.m.
Alumni Room
Phil Bussey, President, Washington Roundtable
John Stevens, Texas Business and Education Coalition

Minnesota Business-Education Teams
1:30 p.m. to 2:25 p.m.
Regents Room

AFTERNOON WORKSHOPS
ROUND II

Participants may choose one of the following

Linking School and Work: Tools for Action — Part II
2:30 p.m. to 3:25 p.m.
Alumni Room
David Bartholomay, ADVANCE
Ron McCage, V-TECS

Linking Academic and Skill Standards to Strengthen the School-to-Work Transition
2:30 p.m. to 3:25 p.m.
Presidents Room
Jim Schoelkopf, Oregon's Blueprint for Success
Gary Magill, Blaine High School Partnership Academies
C.J. Behr, National Executive Leadership Council

Minnesota Business-Education Teams
2:30 p.m. to 3:25 p.m.
Regents Room

EVALUATION AND CLOSING

3:30 p.m. to 4:00 p.m.
Ballroom C/D

Setting State Academic Standards: The

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